AUTHOR–TITLE INDEX
(VOLUME 27)

Allensworth, Elaine M. *Dropout Rates After High-Stakes Testing in Elementary School: A Study of the Contradictory Effects of Chicago's Efforts to End Social Promotion*, No. 4, p. 341.

Anagnostopoulos, Dorothea. *See* Bali, Valentina A.

Bailey, Thomas. *See* Marcotte, Dave E.

Bali, Valentina A. *Toward a Political Explanation of Grade Retention*, No. 2, p. 133.

Barnett, W. Steven. *See* Nores, Milagros.

Belfield, Clive R. *See* Nores, Milagros.

Borkoski, Carey. *See* Marcotte, Dave E.

Borman, Geoffrey D. *Success for All: First-Year Results From the National Randomized Field Trial*, No. 1, p. 1.

Buckley, Jack. *Are Charter School Students Harder to Educate? Evidence From Washington, D.C.*, No. 4, p. 365.

Chamberlain, Anne M. *See* Borman, Geoffrey D.

Chambers, Bette. *See* Borman, Geoffrey D.

Cheung, Alan. *See* Borman, Geoffrey D.

Coburn, Cynthia E. *The Role of Nonsystem Actors in the Relationship Between Policy and Practice: The Case of Reading Instruction in California*, No. 1, p. 23.

Conger, Dylan. *Within-School Segregation in an Urban School District*, No. 3, p. 225.

Desimone, Laura M. *See* Smith, Thomas M.

Edwards, Melanie R. *See* Warren, John Robert.

Febey, Karen. *See* Seashore Louis, Karen.

Gallimore, Ronald. *See* Hiebert, James.

Garnier, Helen. *See* Hiebert, James.

Givvin, Karen Bogard. *See* Hiebert, James.

Goldrick-Rab, Sara. *Racial and Ethnic Differences in the Impact of Work-First Policies on College Access*, No. 4, p. 291.

Hiebert, James. *Mathematics Teaching in the United States Today (and Tomorrow): Results From the TIMSS 1999 Video Study*, No. 2, p. 111.

Hollingsworth, Hilary. *See* Hiebert, James.

Hong, Guanglei. *Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics*, No. 3, p. 205.

Jacobs, Jennifer K. *See* Hiebert, James.

Kienzl, Greg S. *See* Marcotte, Dave E.

Madden, Nancy A. *See* Borman, Geoffrey D.

Manaster, Alfred. *See* Hiebert, James.

Marcotte, Dave E. *The Returns of a Community College Education: Evidence From the National Education Longitudinal Survey*, No. 2, p. 157.

Nagaoka, Jenny. *See* Roderick, Melissa.

Nores, Milagros. *Updating the Economic Impacts of the High/Scope Perry Preschool Program*, No. 3, p. 245.

Raudenbush, Stephen W. *See* Hong, Guanglei.

Roberts, Reginald. *See* Bali, Valentina A.

Roderick, Melissa. *Retention Under Chicago's High-Stakes Testing Program: Helpful, Harmful, or Harmless?*, No. 4, p. 309.

Rose, Heather. *The Effects of Affirmative Action Programs: Evidence From the University of California at San Diego*, No. 3, p. 263.

Schneider, Mark. *See* Buckley, Jack.

Schroeder, Roger. *See* Seashore Louis, Karen.

Schweinhart, Lawrence. *See* Nores, Milagros.

Seashore Louis, Karen. *State-Mandated Accountability in High Schools: Teachers' Interpretations of a New Era*, No. 2, p. 177.
Shaw, Kathleen M. *See* Goldrick-Rab, Sara.
Slavin, Robert E. *See* Borman, Geoffrey D.
Smith, Thomas M. *Highly Qualified" to Do What? The Relationship Between NCLB Teacher Quality Mandates and the Use of Reform-Oriented Instruction in Middle School Mathematics*, No. 1, p. 75.
Smith, Margaret. *See* Hiebert, James.
Stigler, James W. *See* Hiebert, James.
Ueno, Koji. *See* Smith, Thomas M.
Warren, John Robert. *High School Exit Examinations and High School Completion: Evidence From the Early 1990s*, No. 1, p. 53.
Wearne, Diana. *See* Hiebert, James.